

W. J. Farrington

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THOS. SHERWIN,
S. W. BATES,
CHAS. NORTHEED,
J. D. PHILBRICK,

} *Publishing Committee.* }

THOMAS SHERWIN,
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LINEAR DRAWING.

THE subject of drawing, as a part of education, has hitherto received but very little attention in our country. It has occasionally been taught as an accomplishment, not very extensively useful, but rather ornamental. It has not been regarded as a means to important ends, but rather as a matter affording harmless relaxation. It has not been viewed as an attainment within the reach of the general mass, but as an acquirement suited to those only who have "the organ of form largely developed." Indeed, it has pretty generally been condemned, as the idle and unprofitable resort of those who are prone to make caricatures of visible objects, rather than puzzle their heads with close application and hard study. But has not the art of drawing high claims to consideration? And can it not be made a part of common education, not only without diminishing the attention given to other branches, but even with an increased facility for progress in those branches? Time and experience, it is believed, will answer these questions in the affirmative. We rejoice that this subject is beginning to receive increased attention, and we trust that the period is not very remote, when a tolerable degree of skill in drawing shall be considered an essential element of a good education.

What, then, are the uses of drawing? and what classes of the community would be particularly benefited by skill in the art? An answer to the first question will, in a great measure, be comprehended in a reply to the second.

Some of the pupils of our schools are to be employed in engineering and surveying. The number engaged in these pursuits has, within a few years, increased tenfold, and will still

continue to increase in time to come. In these professions, ability to draw well is essential to success. However great the scientific knowledge of a young engineer, his progress is very much retarded by a lack of skill, necessary to give a correct and handsome delineation of his work ; and there are many instances to prove, that the ultimate success of a beginner has been very materially owing to the accurate and beautiful drawings, which he made of his earliest surveys. A second class who *must* draw well, or remain unemployed and in obscurity, is architects ; and, from the increased and increasing attention to taste in the construction of both public and private edifices, the demand for this class of artists will be greater in future than it has hitherto been. Then come the multitudes employed in the various mechanic arts. The machinist always finds his account in an ability to delineate skilfully. He finds it of great use, not only in his attempts at new inventions and new modifications in machinery, but also in the preparation of working plans, which are to guide his operatives in the execution of their labors. The carpenter, the cabinet-maker, the jeweller, the silversmith, the shoemaker, the tailor, and indeed every one who may be called a mechanic, will be a better workman, and will meet with greater success in his business, by knowing how to sketch accurately any thing which he wishes to make ; and especially will he be benefited by his superior ability to originate new and improved patterns, or to make new and improved combinations of the elements of his art. It is stated in a public journal, that a goldsmith, in a neighboring city, lately employed an artist to draw some models for spoons. From these he selected one, for which he paid thirty dollars. Meeting the artist a few days afterwards, he affirmed that he should make ten thousand dollars from the drawing ; moreover, that he had had in his own mind the conception of a similar pattern, and should long before have realized that sum from it, if he had been able to draw.

Drawing would be of no inconsiderable advantage to professional men. Not unfrequently might a lawyer have a suit to manage, in which, by a graphic delineation, he could make the matter perfectly clear to the jury, when it would otherwise be quite unintelligible ; and the physician or surgeon would derive much benefit from the art, in illustrating the various diseases to which he is called to administer, in sketching the different kinds of apparatus used by the profession, or in describing the surgical operations which he might have occasion to perform. To the naturalist, a knowledge of drawing is so important that he can hardly be a naturalist without it. Unless he can delineate the various and changing appearances of the objects of natural history, his progress in the science will be comparatively retarded, and his usefulness much circumscribed.

Thus we may easily perceive, that, in a pecuniary point of view, skill in drawing must prove highly beneficial to almost every class of the community. But, independently of its utility as contributing to success in business, its refining and elevating effect is by no means unimportant. He who has learned to depict the beauties of nature and art, more highly appreciates, and more keenly relishes those beauties ; and hence has within himself an additional source of innocent enjoyment, and a new motive to moral excellence. The uncultivated eye looks upon the smiling face of nature, and sees little to delight the heart or inform the understanding ; but the eye improved by culture sees in every feature much to admire, much to cheer and refine the soul. The untaught peasant gazes with stupid apathy at the Apollo Belvidere ; but the man of correct and refined taste realizes in it the perfection of manly beauty and a godlike majesty.

Besides the reasons already adduced, drawing should be taught in school as an auxiliary to other studies. It is particularly useful in the study of geography. In many of our best schools, the learner is required, from memory, to construct maps upon the black-board. This is found by experience to be one of the most efficient modes of teaching the subject ; and intelligent pupils will, in a few weeks, learn to construct maps with no inconsiderable degree of accuracy, and become intensely interested in the exercise. But it is manifest that regular and systematic instruction in the art of drawing, will have a decidedly beneficial effect in facilitating the acquisition of geography, through the medium of map-drawing. Similar remarks are applicable to the study of geometry, the various departments of natural philosophy, and of natural history. A class of pupils who have learned to draw, and who have been accustomed to construct the requisite diagrams upon the board, will always make more rapid and thorough progress, in consequence of their power of delineation. One great obstacle in the pursuit of these branches, is the difficulty which many learners experience in understanding the plates of the text-book. The magnitude of this obstacle may be estimated from the fact, that students of good abilities and respectable attainments, in other respects, have passed through college without ever perceiving, that the diagrams in solid geometry represented lines and surfaces in several different planes. Had they been taught to construct the figures for themselves, this impediment would have been completely removed. Indeed, so great is the aid derived from a ready comprehension of graphic illustrations, that a scientific man can almost read a new treatise upon a subject with which he is acquainted, by merely looking over the plates.

If, then, instruction in drawing is so important to the learner

as it has been represented to be, how necessary is it that instructors should be acquainted with it. A professed teacher of the art cannot always be had ; he who teaches other departments, must also teach this. But if he does not himself instruct in drawing, it is essential to his success in imparting instruction in several other branches of knowledge, that he have a ready hand in putting upon the black-board such diagrams and other visible illustrations, as are necessary to convey to the student a clear and definite conception of the subject to be taught. We look for the time when drawing will be considered a necessary qualification in a teacher ; and we hope that the subject will receive the attention to which it is entitled.

MORAL LESSONS SUGGESTED BY THE BOOK OF NATURE.

Much complaint is made, and, perhaps, made with reason, that, in our systems of instruction, we teach too exclusively the intellectual, and neglect to inculcate the moral and religious. But, in our endeavors to supply the deficiency, we must not forget the character of our audience. Children dislike long and dry homilies ; when too much is said, the effect often disappoints our expectations, and our unwilling and inattentive listeners are worse off than if we had said nothing. But the language uttered by the beneficent provisions and contrivances of nature, ever thrills upon the youthful heart with eloquent strains of conviction and persuasion. This language, indeed, often needs an interpreter ; but, when rightly interpreted, it always strikes a chord in the moral being, which vibrates in unison with it. Let the teachers of our schools read and interpret, and the scholars will respond both in their hearts and in the conduct of life. Not only so, but the pupil soon learns of himself to comprehend the characters of living light, inscribed all over the face of creation ; he investigates, he reflects, and finds that "the spirit of beauty is everywhere."

In the daily exercises of school, there are many opportunities for giving moral instruction, derived from things. This can be imparted, not only without impeding the child's progress in other respects, but also in such a way as to render that progress doubly rapid, by awakening the curiosity, exciting the interest, and securing the attention of the learner. Almost any branch of study may suggest a topic ; but if otherwise, the teacher needs never to be at a loss for one. All the sciences are replete with topics.

Let us take a lesson or two from the atmospheric air. We experience its necessity to life and comfort; we know that its presence is essential to the well-being of every animated thing; we realize that its purity and abundance are indispensable to our own comfort and activity. Science teaches us its composition, and informs us, that, were its elements different, or mixed in different proportions, universal disease and death would ensue. Moreover, these elements are not chemically combined, but only mechanically mixed. If they were united by chemical affinity, what is now the great supporter of life, would become one of the most active poisons. Yet this union can be effected by powerful discharges of electricity. Who constituted the atmosphere such as we find it? Why, when they admit of being mingled in an indefinite variety of ways, were not the elements differently proportioned? Why not united by chemical affinity? What hand withholds "heaven's artillery" from effecting this union? What power, what wisdom, what superintending agency! To the adult, the lesson is full of significancy, and children will not fail to see that they are called upon to fear, adore, love, and obey the benevolent Author of nature.

A second lesson may be derived from the air, considered as the medium of sound, especially as the medium by which man holds converse with his fellow-man, through the instrumentality of the human voice. The structure and functions of the lungs, the windpipe, and the parts of the mouth employed in speech, together with the relations between these and the mechanical properties of the air, in the production of articulate sounds, can easily be rendered intelligible to children, and the impression upon their minds will be favorable to virtue. What child that becomes deeply interested in this subject, would, after proper suggestions from his teacher, deliberately use the glorious power of speech in violation of the command, "Thou shalt not take the name of the Lord thy God in vain?" Or, if through anger, thoughtlessness, or the influence of example, he had been guilty of uttering profane or indecent language, or of slandering or deceiving his fellow-beings, would he not be led to reflect, and ask himself, whether his curiously constructed organs of speech, and an external element, expressly and perfectly adapted to those organs, did not indicate and demand a nobler and better use of the power?

Let us take another common substance, water, as our subject. Its necessity and uses are manifest to the infantile mind. How came it to be so abundant? Who provided so inexhaustible a supply beneath the earth's surface, and almost universally within the reach of man and brute? Why is it tasteless? Is not this lack of taste one of its greatest excellences? Let a child drink, for a considerable time, any beverage

having a decided taste, and he will soon learn to prize the insipidity of water, if he cannot otherwise realize the statements of his teacher with respect to that property. How comes it that the elements of this fluid, when in a gaseous state, and mixed in the exact proportions necessary to produce water, constitute a highly inflammable mixture, whereas water itself is almost the only substance used in extinguishing fire? The evaporation of this liquid through the agency of heat, and its condensation by cold, in consequence of which the parched earth is moistened and made to produce food for man and beast, so that seed time and harvest never fail, suggest abundant matter for reflection. Why is the water from heaven, unlike that derived from springs, impregnated with ammonia, a substance highly conducive to the growth of vegetables? Cannot the child see, in facts like these, convincing proofs of the infinite wisdom and benevolence of the Creator? Such a conviction, brought home to his mind, cannot fail to touch his heart and favorably affect his life.

Again, in the physical constitution of the human body, the pupil may be made to see, that every part is contrived with infinite skill, for the wisest and most beneficent ends; that every thing is expressly intended for purposes beneficial to the individual and the species; and that nothing can, in general, be productive of evil, except when abused by excess, or perverted to other purposes than those for which it was expressly designed. He may thus be induced to recognize the laws of God, as written in his own members; and be led, by reference to his own enjoyment, to conform to those physical laws, the violation of which will be not only physically punished, but also be subject to moral punishment, inasmuch as it is frequently attended with the violation of some moral law, and induces moral degradation.

Such are a few examples of the mode in which we may incidentally bring our instructions to bear upon the moral nature of the pupil. We would not undervalue, much less exclude, other more direct moral teaching. But this method is particularly suited to make the learner think and investigate for himself. His interest will be aroused. He will see good in every thing originating from the hand of the Almighty; or, if any thing should occur, the benevolent purpose of which he cannot perceive, he will yet bow in humble faith that infinite wisdom and supreme goodness must reign there also, notwithstanding his inability to recognize their presence. Impressions like these, often repeated, must leave their stamp, and their whole tendency is to purify and elevate.

Let such lessons neither be tedious nor far-fetched. Let them come naturally and warm from the heart, and the body will not sleep while the soul is hearing a sermon.

CONSOLATIONS IN TEACHING.

Amidst all the difficulties with which the instructor has to contend, there is much to alleviate his burdens, much to cheer him in his troubles and perplexities, much to encourage him in his exertions. True, he is subject to the contempt of the ignorant aristocrat, the contumely of the purse-proud millionaire, and the neglect of the ambitious politician. He can rarely aspire to the honors of office, or to the ease and luxuries of wealth. But, at such apparently disheartening circumstances, sound philosophy and genuine philanthropy only smile. There is a luxury in doing good, which abundantly compensates for many deprivations.

The principal enemies against which the instructor has to combat, are vice and ignorance. He is, therefore, never called upon to battle in an unjust cause. He never has to defend the wrong in opposition to the right, and his most efficient weapons are bloodless arrows. Aloof from the turmoils of political strife, beyond the influence of that most bewitching and most deceitful of syrens, ambition for political distinction, and rarely jaundiced by inordinate thirst for gold, he is comparatively removed from temptations to which some other classes of men are exposed. The legitimate object of his exertions, the end of his proper aspirations, is, to impart and develop the good and the true, to repress and correct the evil and the false, to make mankind wiser, purer, truer, holier. What a glorious goal for ambition, purified from its gross and poisonous elements!

The materials, too, placed in the teacher's hands—what are they? Immortal minds, in their nascent and most pliant state, ready to be moulded into forms of undying beauty and perfection, or distorted into shapes of hideous and ever-during ugliness. The sculptor fashions the inanimate marble into the "counterfeit presentment" of a man, while he who converts an ignorant and vicious child into a well-informed and virtuous citizen, creates, it may be said, the real man himself. The instructions, admonitions, and exhortations of the clergyman too often fall ineffectively upon the indurated heart of the adult, and not unfrequently are too general and comprehensive to reach the feeble understanding of the young. But the intelligent, kind-hearted and devoted teacher can adapt his instructions to the comprehension and affections of his tender and flexible charge. Here, then, is a field worthy of the highest efforts of the wisest and most skilful husbandman.

Besides, how cheering to the teacher are the subsequent success and respectability of his pupils. To possess sensible

evidence that we have been instrumental in sending out into the world men and women who are an ornament to their country and a blessing to their race, is surely no slight compensation for the anxieties we may have suffered, the toils we may have endured, and the patience and perseverance we may have exercised. To feel that we have rescued even one individual from a life of ignorance and vice, or from an ignominious or premature death, is more true and lasting glory than to have won a crown. And then the gratitude cherished by his pupils throughout life, towards a faithful and capable instructor, comes to his heart like refreshing dew drops.

Finally, the teacher's vocation is becoming more and more highly appreciated; and he himself, as he improves in character and knowledge, and fulfils more faithfully and efficiently the sacred charge entrusted to him, attains to increased respect and a higher remuneration for his services.

With such motives to cheerfulness and energetic exertion, let no teacher despair; let none despise or slight his calling; for even the humble and obscure guide of the lowest grade of children, may be accomplishing the true purposes of life far more perfectly, than he who rides victorious over conquered nations, or he who sits in jeweled majesty, sovereign over the richest and broadest domains.

THE NURSERY VERSUS EDUCATION.

A new-born child enters the world endued with capacities, but without ideas. It is furnished with the organs of sense, to serve as the medium of communication with the external world, but as yet it has no knowledge of the outward, by which it is surrounded. It has the germs of the intellectual and moral powers, but is unprovided with the materials upon which those powers are to act. The organs of sense are mere vehicles of ideas, and the mind is a blank, upon which the records of knowledge are to be inscribed. Moreover, this infant mind is, in a great measure, passive, subject to just such influences as others may choose to impress upon it, having almost no power to select, yet, from its very constitution, compelled to receive.

How important, then, that the earliest impressions upon the child's mind should be of the right kind. How momentous that it should be stamped with the characters of beauty and truth, before it can become corroded with the stains of deformity and error. The inscriptions made within the first four or

five years of life, are seldom wholly annihilated ; they are like the first writing upon ancient manuscripts, which, although obliterated and replaced by a second inscription, may be made to reappear in a legible form.

Nature has wisely ordained the mother as the first and most efficient teacher of her offspring. When, therefore, they are unnecessarily entrusted to other and inferior hands, it is not only a plain dereliction of duty towards the child, but it is a gross violation of God's command, written upon the parental heart. But the conventional rules of life, especially among the higher and wealthier classes of society, require that children, particularly during the earliest portion of their existence, shall be intrusted to domestics, who, not unfrequently, are ignorant, superstitious and depraved. The result, with regard to the child, is such as might be anticipated. Errors and vulgarity in language become deeply rooted, and grow up into a habit ; superstitious nonsense usurps the place of reason and truth ; low and groveling ideas become familiar ; and deception and falsehood are inculcated, both by precept and example. Hence, the parent, without duly estimating these early influences, often wonders, and laments that the child is so perverse, when, apparently, no pains have been spared to make him otherwise. Hence, from the fact that the primitive impressions upon the infant mind have been of an adverse nature, the labor of the teacher is increased tenfold. The work of eradicating noxious weeds is often vastly greater than that of rearing an abundant and life-giving harvest. Whole years of precept and example often prove insufficient to remedy a single mispronunciation or a particular ungrammatical mode of expression.

How much more lasting is any violent impression made upon the infant mind. The writer of this article was formerly acquainted with a respectable, intelligent, and enterprising man, who, because, when a child, he had been confined in a dark closet, and frightened by having horrid images presented to his imagination, never could be induced to go out alone in the evening. Whenever business or pleasure called him abroad after dark, he must invariably take with him his wife, or some one else, as his companion. His reason and good sense assured him that there was no cause of fear, but he could not shake off the incubus which ignorance, cruelty, or malice had saddled upon his infant soul. Thus the nursery becomes indeed a nursery of ignorance, superstition, bad habits, and vicious propensities, and, consequently, of misfortune and wretchedness. How important, then, that the mother, or some one quite as capable, have the chief care of her tender offspring, and how essential that the mother herself should be thoroughly educated. If we

require moral and intellectual perfection in the teachers of our children, after they have passed the age of four or five years, let us not, voluntarily and unnecessarily, give them the most incompetent and most pernicious teachers, previous to that age.

WHO ARE INTERESTED IN THE SUBJECT OF EDUCATION?

From the Report of Mr. Mayhew, Superintendent of Public Instruction in Michigan.

The cause of popular education commends itself to every individual in the community, whether he has children or not, and whether those children are educated or not.

1st. This cause commends itself to every *citizen*, even though he regards no other than his pecuniary interests. If civilization is preferable to barbarism, then is every citizen personally interested in the improvement of our schools, and the education of all the youth of the state. If our neighbors' children are untaught, and suffered to grow to years under the influence of *street education*, in indolence and vice, we thereby jeopard the safety of our persons and property. But if our own and our neighbors' children are properly educated; if their minds are well cultivated, and they become thoroughly established in habits of industry, frugality, and virtue, then we are safe in our persons and in our property.

The man of wealth, who, from sordid motives, refuses or neglects to cooperate in this noblest of enterprises, which contemplates the greatest good of the present and all coming generations, may, in a few years, realize that he was penny-wise and pound-foolish; for the very children whose education he neglected, would have become, under favorable auspices, good citizens, peaceable neighbors, and prosperous members of the community. But now they are hardly better than barbarians. In times of civil commotion, political excitement, or pecuniary embarrassment, they are ready to mingle with, or head, if need be, a frenzied mob; and he, under whose benign patronage they might have become prosperous citizens, and good members of the community, in consequence of his cold neglect, if not contempt, may be the first to see his own house torn down over his head, and his family turned into the streets in penury, while his stores and his warehouses are broken open, and his goods and merchandise are seized upon, and distributed to the clamorous and hungry multitude.

2nd. This cause commends itself to the *patriot*. How can he who loves his country, and desires to see a broad and deep, a sure foundation laid, upon which may be reared a magnifi-

cent and enduring superstructure of national grandeur, so reasonably expect to see the consummation of his hopes, as when maturing and executing liberal plans for the education of his country's youth?

The language of George Washington, in his farewell address, "Promote, as an object of primary importance, institutions for the general diffusion of knowledge," we have already quoted.

Akin to this is the noble sentiment of John Adams, which he conveyed to his wife, when public duties separated him from his family. Said he, "The education of my children is never out of my mind. Train them to virtue; habituate them to industry, activity, and spirit; make them consider every vice as shameful and unmanly; fire them with ambition to be useful; make them disdain to be destitute of any useful knowledge."

Every parent should make these sentiments his own; and every man claiming to be a *patriot*, should be able, in some sense, to say, "The education of my country's youth is never out of my mind." And he should *act* consistently with this sentiment.

3d. This cause commends itself to the *philanthropist*. He who loves his kind and desires to meliorate their condition, can in no other way so successfully labor to accomplish the object of his wishes, as in building up good systems of education for the young.

There is nothing valuable pertaining to man, but what he is of himself; and it is the province of the educator harmoniously to develop his infinite capabilities, and thus qualify him for the greatest usefulness to his fellows, and the personal enjoyment of the maximum of happiness.

4th. Need I add, this cause commends itself to the *Christian*? How can the disciples of JESUS so successfully execute the instruction of the risen Saviour, "Go teach all nations," as in providing suitable schools for the education of children? schools in which their evil propensities shall be subdued, and their nobler powers be cultivated and *cherished* into a healthful growth? schools, in short, in which "children shall be trained up in the way they should go?"

5th. But more especially does this cause commend itself to the *Christian minister*. The Great Teacher said, "Suffer little children to come unto me, and forbid them not; for of such is the kingdom of heaven,—and he took them in his arms and blessed them." It is, nevertheless, true, that "a child left to himself bringeth his parents to shame." How important, then, is early religious training. And how much easier and pleasanter it is rightly to direct the opening energies of the youthful mind, and cultivate a love for truth and virtue, until their prin-

ciples are fixed in the heart, and incorporated into the very being, than it is to reform the man grown old in sin. Education, in a full and proper sense, implies all that training which is necessary rightly to develope man's immortal energies, and prepare him for respectability, usefulness, and happiness in this life, and for everlasting felicity in that which is to come.

Let me not be misunderstood in the use of the word "religious." I use it as inculcating the doctrines of the sermon on the mount, and the sublime precepts of the Bible, and in a sense as far removed from sectarianism as true piety is from bigotry.

All our children will be educated somewhere. It is for us to elect whether they shall receive their training *in the school-house*, or *in the streets*; and, if in the former, whether in good or poor schools.

D—, DEC., 1847.

Friend — :—I have received your letter, asking "some words of counsel as you are entering upon your new duties." I am obliged for your remembrance, but fear I cannot render you much service. You have yourself been a pupil, and were never a careless observer; and we have so often talked concerning principles and schemes of discipline, and methods of instruction, that I shall not try to add any thing now. If I can serve you at all, it may be by hinting at some items of out-door preparation. This, perhaps, is least thought of, especially by young teachers, though they may need it most. I know the ardor with which you engage in your new employment, and the self-sacrificing spirit in which you will labor for your pupils; so that, perhaps, the greatest danger is that you will do too much.

Let, then, your habits out of school be such that you can go there in a healthful state of body and mind. Often the wheels roll heavily in the afternoon, when a hearty dinner just before entering the schoolroom may explain it all. One thinks the little noises in the room uncommonly frequent and annoying, when the previous long evening or unsound sleep has made him sensitive. Health alone can give constant cheerfulness, and enable one to see things as they are; so that a wrong to-day shall seem no worse than it seemed yesterday; and so that the teacher will feel willing to allow the same indulgence at all times. Your pupils will be affected by the weather, and by the condition of your room, if you have not conveniences for keeping it always at a proper temperature and well ventilated, but you must not yield to these influences. The evils are doubled, if

the discomforts which make the pupils restless make you impatient. Teachers must see and not *feel* these things ; they must, at such times, relax a little, rather than tighten the restraints. I need not, to you, speak of the physiological conditions of health ; but, if I were asked to express the most important, I would say :—temperance in diet, exercise in the open air, regular and sufficient sleep, and a generous use of cold water in the morning.

Cultivate a genial feeling towards your pupils. Let your countenance be spring-like to them. Love to see them happy. Inquire concerning their pastimes as you meet them by the way-side or about the schoolhouse door. Stern faithfulness will not do the teacher's work. The children are full of feeling, and the teacher must sympathize with it, and thereby gain the power of guiding and educating it. Teach pupils kindly, that there is a plain, old-fashioned way—obedience, and that to know it and walk in it, is more important than to learn geography and arithmetic.

Prepare for school by reflection on the *wants* of your pupils. This presupposes the careful study of their characters to furnish the materials for reflection. This knowledge you will review, and review from each day's experience. You will find a distinct view of your pupils' wants, a strong incitement to exertion for them. You will go to your schoolroom every day, with something in your mind by which you hope to improve certain individuals whom you have found to need such care. This work must be done for individual pupils. It is in vain to think of doing it on the mass. It is certainly as necessary for you to make preparation for your efforts to improve the dispositions, habits, and feelings of particular pupils, as it is that you know the intellectual condition of each, and go with particular topics in your mind on which you purpose to question them. You remember the principle in arithmetic which a boy did not understand, and watch opportunities for explaining and questioning ; —much more should you seek favorable opportunities and the best methods for remedying, as far as you can, his moral deficiencies. In this, you can be greatly assisted by an acquaintance with the parents of your pupils. If they have good notions of discipline, they will aid you much. If they have not, you will know what you are to try to do alone. You can, perhaps, by a modest defence of your opinions, guide those parents who have not thought so much on early training as you have. The care you take to see parents, and to talk of the progress and habits of the children, is evidence to them of your interest in your work. Assume in your conversation that parents inquire at night concerning the conduct and lessons of the day.

Visit schools, and read books on education. Almost every teacher has a good method of doing something. Seize upon it. No man writes a book without his good idea in it. Seize upon that. Seize upon *modes* and *theories* where you can find them, but take neither to your schoolroom in their crude state. As, for your bodily health, food must be digested and assimilated to your system before it can nourish it, so, the master's or the writer's plans must be assimilated to your general plan, and to your intellectual and moral constitution, before they are fit for your use. You have read Abbott's "Teacher," the pioneer in a class of books, and, perhaps, the best of all to give out hints concerning moral influence in school. Then there is "The School and the Schoolmaster," "Theory and Practice of Teaching," by the lamented Page, the educational Reports of this and other States, and the Abstract of our State School Returns. These last, you know, are selections from the reports of the school committees throughout the State, and are full of the results of observation. In reading them you cannot fail to mark the progress of educational views in the State. They contain the history of education here for the period which they embrace.

You are intending, I think, to make teaching your permanent employment. Seek, then, correct views of its character and duties. No employment has been more lauded or more defamed. One says, this dry detail contracts and belittles the mind. Another, looking at the results of good or bad influences in youth, ranks it the highest employment of man. If the one does nothing but go through the forms of questions in the books, with the addition of watching for mischief, he may expect to shrink away. And the other needs not think, that having great interests committed to him will make him great. There is enough to learn, closely connected with the teacher's employment, to keep him from rusting. He is expected to teach the English language. Does he know it? He teaches history. Is he master not only of the text-book he uses, but of the period of which it treats? Has he connected historical and other incidents with geography? Does he know the anatomy and physiology of his own system? Has he knowledge, so that he can interest a boy by the way-side with remarks about a leaf, a bug, or a stone? Surely, a schoolmaster, as much as anybody, needs to have the book of Nature and the book of all knowledge open before him, so that the appropriate fact or illustration shall always be ready. But, you ask, how am I to do all this, coming as I shall, tired from my schoolhouse at night? I anticipate your question. We have too much to do. We come from our day's work too tired for much study. And I can only

say, that for our advancement we must improve the scraps of time, as we strive to teach our pupils to improve them.

By discharging our duties well, our profession will be honored much more than by talking with great words about its dignity.

But I fear I am not writing these common notions in so good a form as that in which they have often occurred to your own mind. But let me ask, what are your incentives to exertion? Have you in your mind a picture of a beautiful school, which you will strive to realize? It is very well. Do you crave the approval of good judges and good men? That is well. But duty and benevolence must be your abiding impulses. Cherish that sense of duty and that feeling of benevolence which the Bible teaches. Then, if you reflect on your pupils' wants, your energies will not stagnate. Responsibility to employers is less effective than responsibility to God. Ambition may urge, but a desire for a mortal crown is a poor stimulant to labors which the public can never see, to counsels, coercion, and restraint, whose first fruits are often dislike, rather than gratitude. What shall secure faithfulness in the thousand little cares and watchings, which, to the teacher, die when performed, and are in oblivion for ever? Nothing but duty and benevolence. Benevolent feeling never tires; it is happy only in benefitting, and never thinks of reward. It gains strength as the need increases. It kindles at others' coldness, and gives most light in the darkest hour.

Yours,

With the best wishes for your success,

The velocity of the electro-magnetic fluid is estimated at 288,000 miles per second. With this velocity, a telegraphic despatch might be transmitted through a distance equal to the circumference of the earth, in a little more than one twelfth of a second.

"Suspensions, among thoughts, are like bats among birds, they ever fly by twilight."

"Anger is like rain, which breaks itself upon that on which it falls."

"Men overrate their talents, and underrate their influence."

THE FLOATING STRAW.

BY DR. MACKAY.

From the London Athenæum.

The wild waves are my mighty pillows ;
Beneath me roll th' Atlantic billows ;
And, as I rest on my couch of brine,
I watch the eternal planets shine.

Ever I ride
On a harmless tide,
Fearing nought,—enjoying all things,—
Undisturbed by great or small things.

Alas ! for the lordly vessel,
That sails so gallantly ;
The winds may dash it,
The storms may wash it,
The lightnings rend its tall masts three ;
But neither the wind, nor the rain, nor the sea,
Can injure me,—can injure me.
The lightnings cannot strike me down,
Whirlwinds wreck, or whirlpools drown ;
And the ship, to be lost ere the break of morn,
May pass o'er my head in saucy scorn :
And, when the night unveils its face,
I may float, unharmed, in my usual place ;
And the ship may show to the pitying stars
No remnant, but her broken spars.

Among the shells,
In the ocean dells,
The ships, the crews, and the captains, lie ;
But the floating straw looks up to the sky.
And the humble and contented man,
Unknown to fortune, escapes her ban ;
And rides secure when breakers leap,
And mighty ships go down to the deep.

May pleasant breezes waft them home,
That plough with their keels the driving foam.
Heaven be their hope, and Truth their law,—
There needs no prayer for the floating straw.

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